ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER: ED001407

2. ORIGINATOR CONTROL NO(S).: N.A.

3. IDENTIFICATION NO.: N.A.

4. AUTHOR(S): New Jersey State Department of Education

5. TITLE OF DOCUMENT ABSTRACTED: A Social Studies Curriculum Guide for Educable Retarded Children

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG. New Jersey State Dept. of Education
ST. Trenton, New Jersey
CITY, STATE
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE
New Jersey State Dept. of Education
Office of Special Edu., Trenton, N.J.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	6/59	49

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TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: curriculum guide

16. INDEXING TERMS (6-12)

		developmental levels	
retarded children	maturity levels	curriculum guides	
occupational guidance	social adjustments	educable retardates	
teacher training	program guides	social studies	

17. ABSTRACT (MAX. 250 WORDS)

The guide for teaching the educable retarded student develops social studies in terms of life adjustment objectives. The guide consists of nine levels prepared in developmental sequence. The term level is considered more nearly synonymous with maturity level that with grade level, and every effort has been made to group study areas in accordance with the overall maturity of the child. Individual developmental rates of understanding and development must be considered in the implementation of such a program.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.

PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OR PROJECT

U.S. Department of Health, Education, and Welfare
Office of Education

ERIC Form 1

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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

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A SOCIAL STUDIES CURRICULUM GUIDE
FOR
EDUCABLE RETARDED CHILDREN

A SOCIAL STUDIES CURRICULUM GUIDE FOR EDUCABLE RETARDED CHILDREN

Introduction

This social studies curriculum guide for educable retarded children does not attempt to include suggestions for the entire program for a school day. It is designed to suggest important study areas and to leave opportunity for individual initiative, knowledge, and skill on the part of the classroom teacher. The major reference source for the guide was a curriculum outline presented by Richard H. Hungerford and Chris J. De Prospo in "Occupational Education", a publication which was formerly published by the New York City Board of Education. It is now out of print. This material was thoroughly reviewed and revised, first by a group of teachers enrolled in a course entitled "Curriculum Development for the Mentally Retarded" at Trenton State College, and later by the staff of the Office of Special Education.

In presenting this Social Studies Guide, the Office of Special Education was acutely aware of the shortcomings of courses of study. Without adequate supervision, guides often become doctrine or dogma, and thereby constrict, rather than enrich the educational program.

However, during the past few years hundreds of teachers and administrators have requested that the Office of Special Education develop a guide for teaching mentally retarded youngsters. Few administrators have had extensive experience with special classes for the mentally retarded and even many experienced teachers have felt a need for additional help. It is hoped that this guide along with the assistance of County Supervisors of Child Study will serve a valuable purpose and will help raise the instructional standards in our special classes.

Three paramount questions arising early in our staff discussions were: (1) For which handicapped group should this course of study be written? (2) What instructional areas should be covered? (3) What form should the guide take or how should the material be presented?

The first question was quickly resolved in favor of the educables, since this group outnumbered all other handicapped children combined in our State program. The second question demanded a great deal more consideration, inasmuch as a certain degree of selectiveness would have to be exercised to keep the finished product within a reasonable size. It was decided that a social studies guide in terms of life adjustment objectives should be emphasized.

The guide was prepared in skeleton form. It is expected that each County Supervisor of Child Study will work closely with teachers who might make a careful evaluation of the guide, and suggest activities and materials that have helped to make the various study areas more effective learning experiences. Subsequent guides might then include the results of more successful experiences.

The guide consists of nine levels. These levels were prepared in developmental sequences. Each level was further divided into various pertinent study areas. The term "level" was considered more nearly synonymous with *maturity level* than with *grade level*, and every effort has been made to group study areas in accordance with the overall maturity of the child.

A few words of caution: Children develop at different rates; no experience is perceived or understood in an identical way by any two children. Therefore, for example, some children in a primary educable group will be ready for certain experiences at the second or even third level, and they should be encouraged to develop these more difficult concepts. Conversely, some children will be barely ready for certain of the experiences at the first level, and every effort should be made to provide them with an ongoing program filled with success rather than frustration.

SOCIAL STUDIES

Level One **"The Child Himself"**

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
I. Name, address (oral recognition, written recognition, speech)			
II. Age, birthday (oral recognition)			
III. Members of immediate family A. Mother, father B. Brothers, sisters C. Grandparents D. Aunts, uncles, cousins			
IV. Pets A. Kind B. Name of each C. Care and feeding			
V. Fun times with family A. Picnics, outings B. Birthdays C. Rides, trips in car D. Vacations E. Holidays			
VI. Parts of body A. Identification and concept of: 1. Head-face, ears, mouth, nose, hair, teeth 2. Neck, shoulders 3. Arms, hands, fingers, nails 4. Legs, feet, toes B. Care of each (where possible)			
VII. Clothing A. Kinds - identification and concept of: 1. Outside wraps - hat, coat, overshoes, raincoat 2. Under garments - underwear			

Level One (Cont'd)

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
3. Outer garments - dress, stockings, blouse, trousers, shoes, etc. B. Putting on and taking off garments 1. Use of buttons, hooks and eyes, snaps 2. Fastening belts and zippers 3. Lacing and tying shoestrings C. Care 1. Hanging up wraps and other clothing 2. Cleaning and polishing shoes 3. Proper placing in bureau and closet VIII. Health A. Good grooming - personal appearance 1. Care of skin a. Daily bath b. Washing of hands and face with soap and water whenever needed 2. Care of teeth a. Careful brushing b. Regular visits to dentist 3. Care of nails a. Cleanliness b. Neatness 4. Care of hair a. Careful combing and brushing b. Regular shampooing c. Neat, attractive arrangement 5. Choice of attire a. Seasons b. Weather B. Proper use of handkerchief or tissue 1. When coughing			

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
2. When sneezing			
3. When caring for nose			
C. Toilet training			
1. Use of toilet - when, where, how			
2. Adjustment of clothing before and after toilet use			
3. Washing of hands afterward			
D. Proper eating			
1. Importance of good foods			
a. Milk and dairy foods			
b. Vegetables			
c. Fruits			
d. Cereals			
e. Meats, fish, eggs, poultry			
2. Good eating habits			
a. Cleansing of hands before eating.			
b. Biting or cutting off small portions			
c. Thorough chewing of each mouthful			
d. Discarding of dropped, unclean food			
e. Proper use of dishes, cutlery, and napkins			
f. Polite manners			
E. Rest			
1. Importance of enough sleep at night			
2. Value of rest during day			
3. Good rest habits			
a. Resting at regular time and place			
b. Loosening of clothing before nap - removing shoes			
c. Rearrangement of clothes after nap			
d. Ways of relaxing if unable to sleep			

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION

- F. Play - outdoors and indoors
  - 1. Developing large muscle coordination by:
    - a. Walking, running, jumping, skipping
    - b. Going up and down stairs
    - c. Playing ball
    - d. Jumping rope
    - e. Using playground equipment
  - 2. Games just for fun
  - 3. Posture improvement
    - a. Standing straight and tall
    - b. Balancing book on head
    - c. Moving rhythmically
    - d. Dancing
- G. Regular medical examinations
  - 1. Confidence in doctor, nurse
  - 2. Care in following doctor's directions

IX. Safety

- A. Avoidance of:
  - 1. Pushing, shoving, hanging on
  - 2. Biting, spitting, etc.
  - 3. Kicking
  - 4. Pinching, sticking with sharp objects
  - 5. Throwing stones or other sharp or hard objects
- B. Careful use of sharp instruments
  - 1. Knives, forks, scissors, etc.
  - 2. Sharp lead pencils, sticks
- C. Dangers of:
  - 1. Extreme heat
  - 2. Extreme cold
- D. Careful use of matches
- E. Observance of traffic rules
  - 1. Obeying lights and other signals or signs
    - a. Red - Stop

Level One (Cont'd)

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
b. Green - Go c. Yellow - Caution 2. Facing traffic when walking on road 3. Looking both ways at street crossings F. Dangers of playing with strange animals and people G. Dangers resulting from playing in old refrigerators or in closets H. Dangers resulting from handling electrical wires and appliances I. Dangers resulting from playing in new building areas J. Dangers of playing in streets K. Dangers of playing near water X. Attitudes A. Happiness B. Friendliness C. Courtesy D. Generosity E. Cooperation F. Consideration for others G. Honesty H. Respect for authority I. Willingness to live within one's own limitations J. Thrift K. Dependability L. Loyalty M. Respect for others' abilities and feelings			

SOCIAL STUDIES

Level Two "The School"

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
I. Name			
II. Location			
A. Address			
B. Distance from school			
C. School neighborhood (next to church, etc.)			
III. Transportation to and from school			
A. Ways of traveling			
1. Walking			
2. Car, taxi			
3. Bus			
4. Bicycle			
B. Safety			
1. Lights			
2. Signs			
3. Police and Patrol			
4. Conduct			
IV. Own Classroom			
A. Location			
B. Proper entrance and Exit			
C. Cloakroom			
D. Lavatory			
E. Location and names of various equipment			
1. Own desk and chair			
2. Books			
3. Pencils, paper			
4. Crayons, paints			
5. Toys and games			
6. Playground			
F. Behavior in classroom			
1. Manners			
2. Sharing			
3. Neatness			
4. Good work habits			

Level Two (Cont'd)

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
5. Accepting group decisions 6. Respect for property G. Classmates 1. Names of 2. Respect for 3. Making friends V. School Personnel - names and functions A. Own Teacher B. Principal C. Other teachers D. Secretary E. Janitor F. Nurses G. Doctor H. Dentist I. Cafeteria J. Psychologists K. Special teachers 1. Music 2. Physical education 3. Art L. Others VI. School Building A. Location of 1. Office 2. Other classrooms 3. Lunchroom 4. Auditorium 5. Nurse's room 6. Gymnasium 7. Library 8. Music room 9. Supply room 10. Janitor's room 11. Others B. Safety in school 1. Walking in the halls and on stairs			

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
2. Using right side			
3. Using hand rail on stairs			
4. Avoiding loud voices in halls			
5. Keeping halls and classroom floors free of litter			
6. Using equipment with care			
7. Learning proper procedures for fire and air raid drills			
C. Safety on the bus			
1. Proper waiting, boarding, and leaving			
2. Conduct while on bus			
VIII. Playground			
A. Location of play area			
B. Use of playground equipment			
C. Safety on the playground			
1. Playing only in approved areas			
2. Avoiding play that could cause injuries			
a. Tackling			
b. Using hard balls			
c. Throwing stones or sticks			
d. Pushing			
e. Crowding on equipment			
3. Proper use of equipment			
a. Swings			
b. Seesaws			
c. Ladders			
d. Slides			
e. Balls and bats			
4. Avoiding conduct that would disturb others			
5. Care in playing with bats and balls			
6. Removal of lollipops and other objects from mouth when playing			
D. Care of playground			

SOCIAL STUDIES

Level Three

"The Home"

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION

- I. The Family
  - A. Members of the family
    - 1. Immediate family in the household
    - 2. Relatives who visit or are visited
    - 3. Friends
  - B. Mother's Work
    - 1. Cooking
    - 2. Cleaning
    - 3. Washing
    - 4. Sewing
    - 5. Shopping
    - 6. Dressing and caring for children
    - 7. Helping children to school
    - 8. Guidance and spiritual training
    - 9. Partial support of the family
  - C. Father's work
    - 1. Working away from home - working to support the family
    - 2. Helping in the home
  - D. Children's work
    - 1. Helping with household tasks
    - 2. Caring for personal belongings
    - 3. Caring for pets
    - 4. Respecting and obeying others (those in authority)
    - 5. Helping each other

- II. Health and Hygiene
  - A. Personal Appearance
    - 1. Care of clothes
    - 2. Care of face, neck, hands, nails, ears.
    - 3. Care of hair
    - 4. Care of shoes, stockings

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
B. Personal hygiene and cleanliness 1. Bathing 2. Handwashing 3. Care of teeth 4. Nail biting 5. Use of handkerchief 6. Toilet habits 7. Use of individual toilet accessories 8. Hair care C. Play and Exercise 1. Need for play 2. Kinds of play 3. Places for and amount of exercise D. Rest and Sleep 1. Need for rest and sleep 2. Preparation for bed 3. Healthy sleeping conditions III. Food A. Daily food 1. Recognition and names of fruits, vegetables, meat, and fish 2. Recognition of milk and dairy products as food B. Recognition and names of proper foods for: 1. a good breakfast 2. a good luncheon 3. a good dinner or supper C. Precautions in eating 1. Dangers of over-eating 2. Dangers of under-eating 3. Dangers of too many sweets 4. Dangers of eating between meals 5. Dangers of washing down food D. Good Eating habits 1. Benefits of chewing food well			

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
2. Benefits of eating wholesome food			
E. Preparation of simple dishes			
1. Orange juice			
2. Toast			
3. Cooked cereals			
4. Sandwiches			
5. Salads			
6. Instant products			
7. Other simple dishes on group level			
F. Proper disposal of unused foods			
IV. Shelter			
A. Need for a home as a place for:			
1. Nourishment			
2. Rest			
3. Safety			
4. Recreation			
5. Enjoyment			
6. Privacy			
B. Rooms in the home			
1. Kitchen			
2. Dining room			
3. Bedroom			
4. Living room			
5. Bathroom			
C. Heat in the home			
1. Coal, wood			
2. Oil			
3. Gas, electricity			
4. Heat supplied			
5. Proper temperature			
D. Electrical appliances in the home - wise use of same			
1. Light, lamps - proper light for reading and television			
2. Toaster			
3. Iron			
4. Vacuum cleaner			

Level Three (Cont'd)

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
5. Washing appliances 6. Other appliances E. Additional home comforts 1. Telephone 2. Radio 3. Phonograph 4. Television F. Ways of living harmoniously with others 1. Sharing rooms 2. Respecting the belongings of others 3. Considering the rights of others 4. Spending time together agreeably 5. Keeping things in proper place 6. Sharing personal belongings 7. Respecting each others friends V. Clothing A. Study of wardrobes 1. Clothes for different seasons 2. Clothes for stormy weather B. Care of clothes 1. At home 2. At school 3. Away from home (movies, other people's homes) C. Dress-up clothes 1. Parties 2. Sunday 3. Special occasions 4. Care D. Playtime clothes 1. Kind 2. Care E. Underclothing 1. Kind 2. Care			

Level Three (Cont'd)

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
3. Amount F. Nightclothes 1. Kind 2. Care G. School clothes 1. Kind 2. Care H. Footwear 1. Kind 2. Care VI. Safety in the home A. Hazards causing wounds 1. Pointed objects 2. Sharp edges - tin, glass, blades 3. Heavy objects falling 4. Doors and drawers B. Hazards causing falls 1. Toys out of place 2. Climbing 3. Slippery surfaces – throw rugs 4. Unprotected windows and staircases 5. Broken stairs and treads 6. Poor lighting (in halls etc.) C. Hazards causing burns, scalds 1. Matches 2. Stoves (kitchen not a place for play) 3. Misplaced pot handles 4. Flammable materials and explosives 5. Untested bath water D. Electrical hazards 1. Outlets 2. Broken equipment 3. Wet hands - bath 4. Electric fans and other appliances			

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
5. Christmas tree and party decorations			
6. Electric toys			
7. Television, etc.			
E. Hazards from poisons			
1. Medicines			
2. Cleaning and laundry fluids			
3. Gas fumes			
4. Insecticides			
VII. Manners and Courtesy in the Home			
A. Manners at the table			
1. Giving thanks for food			
2. Eating habits			
3. Passing and receiving food			
4. Handling of utensils			
B. Courtesy to others			
1. Parents			
2. Other children			
3. Visitors			
4. Other people in household			
C. Manners at a party			
1. In own home			
2. At home of others			
D. Telephone manners			
1. Answering courteously			
2. Speaking clearly			
3. Taking messages carefully			
E. Proper use and respect for property of others			
1. Halls			
2. Stairs			
3. Buildings			
4. Windows			
5. Walls			
6. Equipment in public buildings (Fountains, bulletin boards, etc.)			
F. Courtesy in speech			
1. Courteous greeting			

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
2. Courteous requests			
3. Gracious acceptance			
VIII. Recreation – Fun in the Home			
A. Having fun alone			
1. Collecting things			
2. Coloring pictures			
3. Making doll's clothes - (girls)			
4. Making models - (boys)			
5. Reading books			
6. Playing with toys - games			
7. Making scrap books			
8. Making puzzles			
B. Having fun with others			
1. Dramatizing playing house, school			
2. Playing games (tail on donkey)			
3. Guessing games (quiz games)			
4. Dramatizing characters			
5. Singing and dancing			
6. Having holiday fun			
C. Planning fun with the family for:			
1. A party			
2. A picnic			
3. A trip			
4. Camping and outing activities			
D. Using the radio and television, record player and musical instruments			
1. Sharing with others			
2. Planning time for use			
3. Selecting programs			
IX. Safety out-of-doors - near home			
A. Storm hazards			
1. Fallen wires			
2. Icy sidewalks			
3. Falling objects			

Level Three (Cont'd)

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
B. General hazards 1. Dog bites - insect bites 2. Playing in the driveway 3. Construction and maintenance hazards 4. Refrigerators - locks 5. Garbage cans 6. Throwing objects 7. Climbing 8. Playing with fire or firearms			

SOCIAL STUDIES

Level Four **"The Neighborhood"**

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
I. People A. Friends 1. What a friend is 2. How we make friends 3. Why we want friends 4. Where we find friends 5. How we select friends 6. How we enjoy friends B. Neighbors 1. Who are they 2. Our responsibilities toward them 3. What we expect from them C. Strangers 1. How to meet them 2. When to help them II. Food A. Transportation of food to the Neighborhood 1. Trucks a. Where they come from b. What they carry c. Where they deliver 2. Trains 3. Boats 4. Airplanes B. Places to buy food 1. Neighborhood stores 2. Super-markets 3. Farmers' Markets and Auctions, etc. C. People who work in food stores 1. Kinds of workers 2. Appearance and personal habits D. Places to eat 1. Restaurants 2. Cafeterias etc.			

Level Four (Cont'd)

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
III. Clothing A. What clothes are made of: 1. Wool 2. Cotton 3. Linen 4. Silk 5. Fur 6. Rubber 7. Synthetic fibers B. Sizes of clothes 1. Hats 2. Dresses, coats, suits 3. Shoes, stockings 4. Gloves 5. Underwear 6. Sweaters 7. Shirts, slacks 8. Sport clothes C. Where and how to shop for clothes 1. Shoe stores 2. Department stores 3. Local stores 4. By mail or phone 5. By mail order catalogs 6. Auction and sales centers IV. Shelter A. Types of houses in the neighborhood 1. Private homes 2. Apartment houses 3. Motels 4. Hotels 5. Trailer courts B. Materials needed in building 1. Wood 2. Brick and stone 3. Sand and cement 4. Pipes and wire 5. Fixtures			

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
6. Glass 7. Paint and plaster C. People who build a house 1. Contractors 2. Carpenters 3. Bricklayers and masons 4. Plumbers 5. Electricians 6. Plasterers 7. Painters 8. Heating and air conditioning engineers 9. Roofers 10. Landscape architects D. People who maintain a house 1. Home owners or tenants 2. Janitor - Superintendent 3. Other workers, if any, as porters, elevator operators V. Health and Hygiene A. People who help keep us well 1. Parents 2. Doctors 3. Nurses, etc. VI. Safety A. Street safety 1. Alertness at crossings 2. Obedience to signals 3. Caution at play B. Winter safety (skating, sledding, etc.) C. Summer safety (swimming, camping, etc.) D. Travel safety 1. Waiting for a vehicle (bicycle, bus, car, train, etc.) 2. Boarding a vehicle 3. Riding on a vehicle 4. Leaving a vehicle			

Level Four (Cont'd)

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
E. Safety signs 1. Recognizing and reading 2. Noting where seen F. People who work for safety 1. Policemen 2. Firemen 3. School safety patrol 4. Civil defense workers VII. Transportation A. Modes of travel in neighborhood by: 1. Bus 2. Train 3. Automobile 4. Bicycle 5. Walking B. Fares-transfer route C. Workers and their work 1. Drivers and engineers 2. Maintenance men, mechanics 3. Other personnel VIII. Neighborhood cooperation and responsibility A. Manners at public gatherings B. Responsibility towards property C. Respect for and cooperation with all workers D. Responsibility for neighborhood cleanliness.			

SOCIAL STUDIES

Level Five **"The Community"**

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
I. Citizenship A. Good citizens in the home 1. Help at home 2. Share responsibilities 3. Consider neighbors B. Good citizens in school 1. Obey rules and regulations 2. Show courtesy to children and adults 3. Practice fair play and good sportsmanship 4. Show care and respect for school equipment C. Good citizens in the community 1. Are considerate of public and private property 2. Report hazards and vandalism 3. Show interest in appearance of neighborhood 4. Cooperate with community workers 5. Respect nationality and religion of others 6. Respect street and community signs II. Health and Hygiene A. Relationship of personal health to community health 1. Personal cleanliness 2. Observance of health rules III. Safety in the Community A. Safety precautions away from the home 1. Public places a. Playgrounds b. Parks			

Level Five (Cont'd)

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
c. Swimming pools			
d. Buses			
e. Skating rinks			
f. Bowling alleys			
2. Large gatherings			
a. Parades			
b. Carnivals - fairs			
c. Movies			
d. Holiday shopping			
B. Cooperation with departments aiding safety			
1. Police department			
a. Knowledge of own personal history			
b. Observation of traffic rules			
c. Reporting of hazards			
d. Knowledge of calling in an emergency			
2. Fire department			
a. Knowledge of when and how to call an alarm (call boxes)			
b. Knowledge of various duties and interest of the fire department			
c. Knowledge and observation of the fire prevention rules			
d. Knowledge of location of nearest fire department			
3. Civil Defense			
a. Duties			
b. Purposes			
C. Prevention of spread of disease			
1. Avoiding contacts when sick			
2. Knowledge of personal care when sick			
3. Obeying requests of doctors, nurses, health department			
D. Proper use of public facilities			
1. Toilets			

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
2. Water supply and public fountains			
3. Buses			
4. Movies			
5. Streets, sidewalks			
E. Cooperation with departments aiding health			
1. Hospitals			
a. Names			
b. Location			
c. Kind of services offered			
2. Clinics			
a. Names			
b. Location			
c. Kind			
d. Fees			
e. Hours			
3. School doctors and nurses			
a. Keeping appointments			
b. Carrying out requests			
4. Sanitation department			
a. Garbage and trash disposal			
b. Street cleanliness			
5. Local health departments			
a. Location			
b. Services offered			
IV. Recreation in the community (borough)			
A. Public recreational facilities			
1. Names and location - (free or by admission)			
a. Parks			
b. Playgrounds			
c. Pools			
d. Clubs			
e. Gymnasiums, skating rinks, bowling alleys			
f. Community centers, Y's			
g. Movies			

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
2. Activities enjoyed			
3. Requirements for use			
4. Conduct			
B. Private recreational activities in the community			
1. Parties			
a. Homes			
b. Churches			
c. Private clubs and organizations			
2. Television and radio programs			
3. Dances			
4. Bazaars			
V. Travel Facilities in the Community (borough)			
A. Means of travel			
1. Public conveyances			
a. Bus			
b. Subway			
c. Street car			
d. Train			
2. Private conveyances			
a. Own car			
b. Taxi			
c. Hired car (funeral - wedding)			
B. Means of identification of routes			
1. Window placards			
2. Route numbers			
3. Route letter or lights			
4. Local map reading			
C. Payment of fares and transfers			
D. Safety in traveling			
1. Waiting for vehicle			
2. Boarding vehicle			
3. Riding in vehicle			
4. Leaving vehicle			
E. Manners while traveling			

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
VI. Places of Community Interest			
A. Public buildings			
1. Schools			
2. Police Station			
3. Fire House			
4. Post Office			
5. Libraries, Museums, Historical buildings			
6. Municipal building			
7. Hospitals, clinics			
B. Private Buildings			
1. Churches			
2. Factories			
3. Stations, docks			
4. Hotels, Theaters			
VII. Industries			
A. Kinds			
B. Locations			

SOCIAL STUDIES

Level Six "Job Areas"

Level Six, "Job Areas," introduces the student to the many employment possibilities in his community, and affords an opportunity for a general discussion of the qualifications needed for a particular job, as well as consideration of the working conditions.

There are unlimited employment possibilities for retarded youngsters. The teacher and pupils will want to survey their particular community. They may prepare a list of employers, and then compile a list of job titles obtained from each employer. The local office of the New Jersey State Employment Service can be of help in this regard, in addition to actual visits of the various businesses and industries in the community.

The material that follows is divided into two sections. The first section is concerned with a relatively general appraisal or analysis of a particular job. We are not yet concerned with whether a particular student is suited for a particular job; instead, the student becomes informed of many job descriptions, the qualifications needed, and the working conditions. It is only after this initial overview, that the pupil is expected to begin evaluating himself in relation to qualifications needed for successful employment in certain jobs.

The second section contains a sampling of unskilled and semiskilled jobs which would be suitable for most educable young men and women, and for some trainable adults.

The occupations cited are but a few of the thousands mentioned in the "Dictionary of Occupational Titles," Volumes I and II (March 1949 - U. S. Government Printing Office).

These jobs are cited merely to show the range and scope of job areas. Actually, no attempt was made to list all of the jobs in any one area. There are, for example, hundreds of unskilled job-types in the production of food products.

SOCIAL STUDIES

Level Six "Job Areas"

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
I. General Job Information A. Qualifications 1. Age and sex 2. Legal requirements 3. Unions 4. Experience 5. Tests and application blanks 6. Health and physical requirements 7. Educational requirements 8. Personality requirements 9. Non-manual skills 10. Manual skills B. Working Conditions 1. Wages 2. Hours 3. Benefits 4. Hazards 5. Surroundings 6. Supervision 7. Physical activities C. Materials and Supplies 1. Equipment 2. Machines 3. Tools II. Types of Jobs A. Laundry occupations (unskilled: 9-57.20 through 9-57.29) 1. Puller (9-57.21) 2. Skirt Packer (9-57.21) 3. Flatwork Feeder (9-57.21) 4. Assembler (9-57.21) 5. Shaker, flatwork (9-57.21) 6. Starcher (9-57.21) 7. Laundry Collector (9-57.21) (semiskilled: 7-57.000 through 7-57.999)			

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
8. Washer, hand (7-57.201) 9. Checker-hanger (7-57.211) 10. Starchmaker (7-57.221) 11. Washer, machine (7-57.251) 12. Presser, hand (7-57.501) 13. Shirt Presser (7-57.512) B. Dry Cleaning Occupations (unskilled: 9-57.10 through 9-57.14) 1. Assembler (9-57.11) 2. Curtain-Stretcher Helper (9-57.11) 3. Dry-Cleaner Helper (9-57.11) 4. Lining Scrubber (9-57.11) 5. Presser, hand (9-57.11) 6. Rug-cleaner helper (9-57.11) 7. Washer helper, machine (9-57.11) C. Dry Cleaning Occupations (semiskilled: 7-57.000 through 7-57.999) 1. Receiving Sorter (7-57.011) 2. Marker (7-57.021) 3. Dry Cleaner, hand (7-57.101) 4. Scrubber (7-57.252) 5. Dyer helper (7-57.401) 6. Presser, machine (7-57.511) 7. Rug Cleaner (7-57.803) 8. Insecticide Sprayer (7-57.992) D. Domestic Service Occupations (unskilled and semiskilled: 2-00.00 through 2-09.99) 1. Day worker (2-01.01) 2. Laundress (2-02.10) 3. Houseman (2-04.01) 4. Yardman (2-04.03) 5. Cook helper (2-05.03) 6. Maid, general (2-06.11) 7. Mother's helper (2-07.03)			

Level Six (Cont'd)

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
E. Personal Service Occupations (unskilled and semiskilled: 2-20.00 through 2-59.99) 1. Bellman (2-22.11) 2. Receiving-room clerk (2-22.61) 3. Tourist - Camp Attendant (2-22.71) 4. Chambermaid (2-24.11) 5. Houseman (2-24.51) 6. Linen-room woman (2-25.24) 7. Cook helper (2-29.01) F. Personal Service Occupations (Cont'd) 1. Bus Boy (2-29.51) 2. Dishwasher, Hand (2-29.61) 3. Dishwasher, Machine (2-29.62) 4. Kitchen Helper (2-29.71) 5. Garbage Man (2-29.72) 6. Bootblack (2-34.10) 7. Nurse, Infants (2-38.30) 8. Caddie (2-40.01) 9. Pin Boy (2-40.12) 10. Concession Attendant (2-40.21) 11. Ride Operator (2-40.24) 12. Ticket Taker (2-40.91) 13. Orderly (2-42.10) 14. Veterinary-Hospital Attendant (2-42.60) 15. Locker-Room Attendant (2-43.11) 16. Doorman (2-45.10) G. Occupations in Production of Food Products (unskilled: 8-01.00 through 8-10.99) 1. Apple Slicer (8-02.10) 2. Berry Picker (8-02.10) 3. Cake-Mixer Helper (8-02.10) 4. Cooky-Machine Operator Helper (8-02.10) 5. Flour-Blender Helper (8-02.10) 6. Pan Cleaner, Hand (8-02.10)			

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
7. Pan Greaser, Hand (8-02.10)			
8. Bottle Washer, Machine (8-03.21)			
H. Occupations in Production of Food Products			
1. Cooking Machine Operator (8-03.41)			
2. Can-chute Filler (8-04.10)			
3. Cook Helper (8-04.10)			
4. Fruit Washer (8-04.10)			
5. Line Girl (8-04.10)			
6. Peeler, Hand (8-04.10)			
7. Freezer-Man Helper (8-06.01)			
(semiskilled: 6-01.000 through 6-10.999)			
8. Flour Sifter (6-02.011)			
9. Roll-Machine Operator (6-02.122)			
10. Pretzel Twister (6-02.161)			
11. Ovenman Helper (6-02.210)			
12. Slicing and Wrapping Machine Operator (6-02.430)			
13. Retort Operator (6-04.450)			
14. Grader (6-04.570)			
15. Sterilizer (6-04.720)			
16. Chocolate Melter (6-06.220)			
17. Homogenizer Operator (6-06.540)			
18. Weigher (6-06.660)			
I. Agricultural and Horticultural Occupations (Unskilled and semiskilled: 3-00.00 through 3-49.99)			
1. Farm Hand, Dairy (3-14.10)			
2. Farm Hand, Fruit (3-15.21)			
3. Farm Hand, General (3-16.10)			
4. Packing Hand, Vegetable (3-30.21)			
5. Laborer, blight control (3-31.20)			
6. Nurseryman (3-39.10)			
7. Gardener (3-40.01)			
8. Grounds Keeper (3-40.04)			

SOCIAL STUDIES

Level Seven **"Self-Evaluation For Vocational Placement"**

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
I. Analysis of Job Requirements A. Review of job areas and necessary skills 1. Food trades 2. Household services 3. Auto-maintenance (boys) Care of children (girls) 4. Building maintenance (boys) Care of sick (girls) 5. Garment trades 6. Cleaning, pressing, laundering 7. Farming, dairying, etc. (rural area jobs) B. Personal skills needed for employment 1. Habits and attitudes a. Cheerfulness b. Punctuality c. Appearance and grooming d. Respect for employers and other employees e. Reporting absence f. Accepting instructions and criticisms g. Accepting responsibility h. Completing a job i. Manners 2. Physical development and health a. Sight, hearing, speech b. Strength c. Cleanliness d. Skin, hair, etc. 3. Manual dexterity a. Sewing b. Upholstering, etc. 4. Academic skills			

Level Seven (Cont'd)

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
II. Measurement of pupil's potentials against job requirements			
A. Analysis of preferred jobs			
1. Nature of work			
2. Proximity of job			
3. Hours and wages			
4. Opportunities for advancement			
5. Expenses while working			
B. Self-analysis			
1. School record			
a. Academic achievement			
b. Attendance and punctuality			
c. Self-control and conduct			
d. Health and physique			
2. Interests and likes			
3. Experience			
a. After school hours			
b. During summer			
4. Neighborhood reputation			
5. Family awareness and attitude			
III. Necessary learnings for getting a job			
A. Ways to get a job			
1. Personal search			
a. Importance of "pavement pounding"			
b. The "how" of "pavement pounding"			
2. Want-ads			
a. Finding in a newspaper			
b. Reading			
c. Evaluating			
1. With respect to integrity			
2. With respect to self			
3. Employment agencies			
a. Locating (and finding transportation to)			
b. Evaluating			

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
c. Familiarizing with private and public agencies (New Jersey Employment Service) 4. Rehabilitation services a. Reasons for using (qualifications) b. Ways of using c. Forms 5. Telephone 6. Letter 7. Application blank B. Getting to the job 1. Local geography a. Street plans b. Transit maps c. Transit routes C. The interview 1. Necessary information to have before coming 2. Necessary papers to bring 3. Appearance and cleanliness 4. Manners during the interview IV. Ways of holding a job A. Necessary qualities 1. Friendliness, politeness 2. Cooperation 3. Interest, industry, persistence 4. Cleanliness and grooming 5. Honesty, truthfulness (danger of half-truths) 6. Trustworthiness 7. Self-control 8. Willingness to improve, ability to take honest criticism 9. Punctuality, regularity of attendance 10. Thrift (including care of tools and supplies)			

SOCIAL STUDIES

Level Eight **"Spending Ones Income"**

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
I. Income			
A. Wages			
1. Hours worked each day			
2. Total hours per week			
3. Overtime wage			
B. Deductions			
1. Social Security			
2. Income Tax, etc.			
3. Hospitalization			
4. Union dues			
II. Overview of Budgeting			
A. Budgeting			
1. Fixed cost			
2. Miscellaneous and emergency costs			
3. Pleasure costs			
B. Advantages of budgeting			
C. Ways of budgeting			
1. Basic items			
a. Food			
b. Shelter			
c. Clothing			
d. Medical and dental needs			
e. Household conveniences			
f. Transportation			
g. Obligations			
h. Gifts and charities			
i. Recreation			
2. Luxuries vs. necessities			
a. Definition of luxuries			
b. Variation according to age, income, living patterns			
c. Dependence of luxuries on budgeting			
3. Suggested apportionments			
a. For a weekly income of $40			

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
1. Family of three 2. Family of five 3. Family of seven b. For a weekly income of $50 1. Family of three 2. Family of five 3. Family of seven c. For a weekly income of $60 - $70 1. Family of three 2. Family of five 3. Family of seven D. Ways of buying 1. Cash a. Advantages b. Bank accounts c. Postal savings 2. Installment Buying a. Meaning b. Method c. Advantages and disadvantages 3. Loans a. Meaning b. Method (reputable lenders, "loansharks") c. Advantages and disadvantages III. Budgeting for Specific Purposes A. For Food 1. Percent to be spent for food (various incomes) 2. "Budget" buying for food 3. Low-cost, nutritious menus 4. Evaluation of food advertisements 5. Evaluation of eating places B. Budgeting for clothing 1. Percent to be spent for clothing 2. Budget buying of clothing C. Household Budgeting			

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
1. Percent to be spent for rent (various incomes)			
2. Items to be considered in renting			
3. "Household" expenses other than rent			
a. Kinds			
b. Ways of paying			
c. Ways of saving in using			
D. Budgeting for Health			
1. Necessity of budgeting for health needs			
2. Percent to be spent for health needs			
3. Health habits (as an aid to income)			
4. Safety habits (as an aid to income)			
5. Insurance			
a. Health, accident			
b. Life			
c. Old age (social security)			
d. Hospitalization and surgical			
E. Budgeting for Recreation			
1. Items included in recreation			
2. Individual in the family recrearecreation plans			
3. Family recreation plans			
4. Public and private recreational facilities			
a. Neighborhood			
b. Township, borough, city			
c. State			
d. Nation and adjoining states			
5. Home recreation			
a. Radio (programs, evaluation, sharing, repairing)			
b. Television			
c. Home games			
d. Home entertaining			
6. Planning for the holiday			
7. Planning for a weekend at home			

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
8. Planning for a weekend away 9. Planning for the summer 10. A "life" recreation plan F. Budgeting for Taxes and License Fees 1. City taxes (kinds, ways of estimating, ways of paying) 2. Licenses (kinds, ways of estimating, ways of paying) 3. State and federal taxes (kinds, ways of estimating, ways of paying) G. Budgeting for other needs 1. Transportation a. Estimating needs b. Economizing in c. Budgeting for 2. Gifts a. Estimating needs b. Economizing in c. Budgeting for 3. Membership in fraternal organizations a. Purpose b. Estimating needs c. Budgeting for 4. Charity and religious subscriptions a. Kinds b. Reasons for participation c. Estimating needs d. Budgeting for IV. Making a personal budget A. Making a budget for today B. Making a budget for beginning wages			

SOCIAL STUDIES

Level Nine **"The Citizen as a Worker and Social Being"**

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
I. The Citizen as a Parent A. The Father's Responsibilities 1. To act as head of family 2. To provide for family 3. To care for and maintain home 4. To act as companion to wife and children 5. To share in mutual decision making on important family matters 6. To share in household tasks 7. To counsel and give religious guidance 8. To maintain respect for self and family 9. To promote wise use of leisure time B. The Mother's Responsibilities 1. To act as companion to husband and children 2. To care for and understand children 3. To prepare meals 4. To perform household tasks 5. To give religious guidance 6. To maintain respect of self and family members 7. To promote wise use of leisure time C. Children's Role 1. To share in household tasks 2. To share in making decisions 3. To maintain respect of self and family members 4. To respect authority 5. To make wise use of leisure time 6. To help each other			

Level Nine (Cont'd)

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
II. The Citizen's responsibility to the Neighborhood A. Improving appearance of Neighborhood 1. Appearance of own home 2. Good personal appearance B. Respect for neighbor's property 1. Adults 2. Children 3. Pets C. Respect for neighbor's feelings, opinions, and values 1. Race, religion, politics 2. Cultural standards D. Cooperation in neighborhood projects 1. Play areas 2. Tree planting 3. Clean-up projects E. Helping others 1. Emergency 2. Illness 3. Sharing III. The Citizen as a Worker A. Relationships with employees and employers 1. Person to person a. Sharing tools, lunches, products b. Sharing friendships c. Donating blood B. Interdependence of individual and group 1. Health habits 2. Safety habits C. Relationships with organizations 1. Knowledge of unions			

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
a. Membership to secure a job b. Membership benefits c. Membership responsibilities d. Sponsor e. Application f. Certification for job requirements g. Initiation fee h. Dues 2. Abiding by union regulations a. Hours b. Scale of wages c. Obedience to union directions d. Reports on union violations IV. The Citizen and his Government A. Needs and benefits of government (Government is the machinery of protection and of social betterment) 1. Police protection (Individual, minority) 2. Health protection 3. Fire protection 4. Education facilities 5. Recreational facilities 6. Welfare facilities 7. Aid to workers a. Social security b. Unemployment compensation c. Accident compensation d. Health and safety laws e. United States Employment Service f. Minimum wage and maximum hour laws g. Fair employment practice laws			

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
8. Maintenance and improvement of public property			
9. Postal service facilities			
10. Provision for common defense			
B. Structure of Government			
1. City Government			
a. Executive			
Mayor			
b. Legislative			
City Council			
c. Judicial			
Courts			
2. State Government			
a. Executive			
1. Governor, etc.			
b. Legislative			
1. Senate			
2. Assembly			
c. Judicial			
1. Supreme Court, etc.			
3. Federal Government			
a. Executive			
1. President, etc.			
b. Legislative			
1. Senate			
2. House of Representatives			
c. Judicial			
1. U. S. Supreme Court, etc.			
C. Teamwork in the Government			
1. Payment of taxes			
a. Kinds			
1. Income Tax			
2. Sales Tax			
3. Property Tax			
a. Kinds			
4. License Fees			
2. Voting			
a. Reasons for voting			
b. Legal requirements for voting			

Level Nine (Cont'd)

STUDY AREAS	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
c. Method of voting d. Method of choosing a candidate 3. Obedience to laws 4. Privileges and rights of citizens			